DOCUMENT RESUME

ED 319 043 CS 212 328

TITLE Language Arts Grade 6, Item Specificaitons. Minimum Performance Test.
INSTITUTION Arkansas State Dept. of Education, Little Rock.
PUB DATE 88
NOTE 31p.; For reading grade 6, see CS 010 050.
PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Competency Based Education; *Grade 6; Intermediate Grades; *Language Arts; *Language Skills; *Language Tests; Middle Schools; Minimum Competencies; *Minimum Competency Testing; Standardized Tests; State Standards; *Student Educational Objectives; Test Content
IDENTIFIERS *Arkansas

ABSTRACT

Developed as part of the Minimum Performance Testing Program (MPT), these item specifications for sixth grade language arts are designed to provide an overview of the general content and format of test items used to measure instructional objectives. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test question); response attributes (information about the correct answer and possible incorrect answers); and sample items. These item specifications may be used by teachers in a variety of ways: to determine if students have mastered specific objectives; to inform parents about what children will experience when they take the MPT; and to familiarize students with what to expect on that test. Item specifications may be used by school administrators to inform the public about the MPT. (SG)

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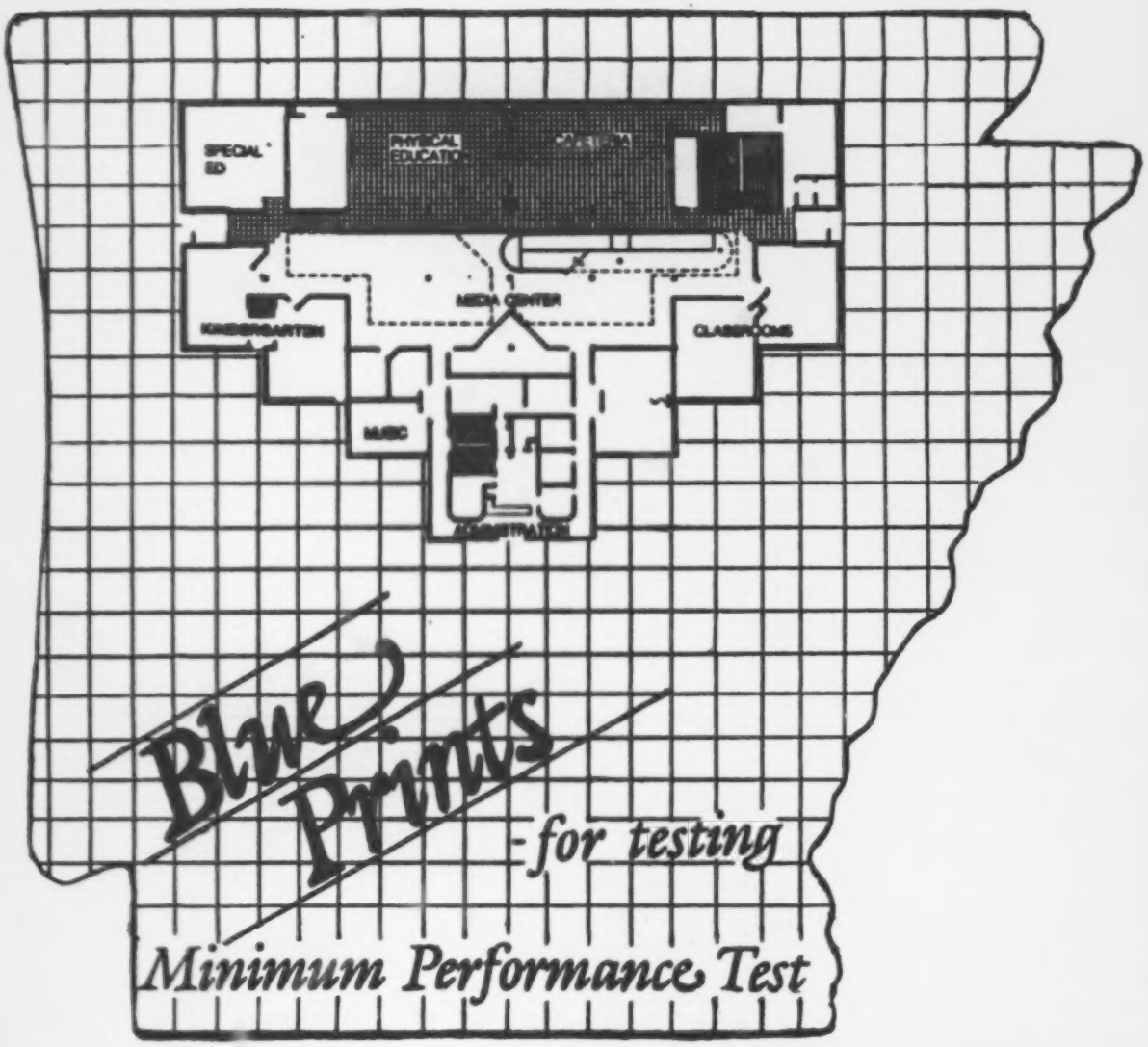

Item Specifications

Language Arts
Grade 6

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INTRODUCTION

These Item Specifications were developed by the Department of Education as part of the Arkansas Minimum Performance Testing Program (MPT). There is one Item Specification for each instructional objective included in the MPT. While all objectives are not necessarily tested every year, every objective included here may appear in the MPT.

The purpose of an Item Specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each Item Specification contains the following information:

* *Objective Identification Number*
* *Grade Level*
* *Subject Area*
* *Goal Identification*
* *Skill Description*
* *Stimulus Attributes (Format, Content, Directions)*
* *Response Attributes (Format, Content, Directions)*
* *Sample Item(s)*

The first five elements listed above are consistently labeled and defined to correspond with the Teachers' Guide and MPT materials. The Stimulus Attributes section contains information about the item stem (the question of incomplete statement that makes up the test question). Similarly, the Response Attributes section contains information about the correct answer and about possible incorrect answers. The Sample Item section provides examples of a test item or items which are similar to the items which may appear on the MPT.

These Item Specifications may be used in a variety of ways. Teachers may use them to guide them in the development of information evaluation instruments to determine whether or not students have mastered specific objectives. Teachers may also use these Item Specifications to inform parents about what their children will experience when they take the MPT. Teachers may also use these Item Specifications to familiarize students with what to expect on the MPT.

School administrators may used these Item Specifications when they communicate to the public about the MPT. The sample items may be useful in illustrating what mastery of an objective means.

It is important to understand that use of these Item Specifications does not in any way invalidate the MPT. None of the test items on these Item Specifications have appeared or will ever appear on the MPT. Using these Item Specifications in the classroom or as part of the instructional process is **NOT** teaching the test!

OBJECTIVE: 1.1

GRADE 6: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Capitalize the first word of a sentence.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter?

Type 2 one or two boxed sentences with four underlined words preceded by a direct question such as: In the sentence (sentences) below, which word needs a capital letter?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary fifth grade or below

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words listed vertically as they appear in the stimulus

B. Options

Type 1 correct response: the number of the line with a word needing a capital letter
distractors: numbers of lines with correct capitalization

Type 2 correct response: the word needing a capital letter
distractors: words capitalized correctly or words not needing to be capitalized

---

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

1 The wind blew through the trees
2 bending branches low. The sound
3 of the wind scared Sam. the sky
4 was black with gray clouds.

1. Which line needs a capital letter?

A 1
B 2
•C 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentences below, which word needs a capital letter?

She read a story about horses. she likes to read books.

A story
B horses
•C she
D books

OBJECTIVE: 1.2

GRADE 6: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Capitalize proper nouns and adjectives.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter? or Which line has an UNNECESSARY capital letter?

Type 2 a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which word needs a capital letter?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary fifth grade or below

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words listed vertically as they appear in the stimulus sentence

B. Options

Type 1 correct response: the number of the line with a proper noun or adjective needing a capital letter or the number of the line with a word containing an unnecessary capital letter
distractors: numbers of lines with correct capitalization

Type 2 correct response: the proper noun or adjective needing a capital letter
distractors: words capitalized correctly or words not needing to be capitalized

---

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

> **1 The sky was black with gray clouds.**
> **2 The sound of the wind frightened**
> **3 the children. It was just perfect**
> **4 for halloween.**

1. Which line needs a capital letter?

A 1
B 2
C 3
*** D** 4

SAMPLE ITEM: *Type 2*

2. In the sentence below, which word needs a capital letter?

> **The warmest month in Arkansas is usually august.**

A warmest
B month
C Arkansas
*** D** august

OBJECTIVE: 1.3

GRADE 6: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Capitalize the pronoun I.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter?

Type 2 one or two boxed sentences with four underlined words preceded by a direct question such as: In the sentence below, which word needs a capital letter?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary fifth grade or below

C. Directions

Type 1 Read the passage (letter) below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words listed vertically as they appear in the stimulus

B. Options

Type 1 correct response: the number of the line with a word needing a capital letter
distractors: numbers of lines with correct capitalization

Type 2 correct response: the pronoun I uncapitalized
distractors: words capitalized correctly or words not needing to be capitalized

---

SAMPLE ITEM: *Type 1*

Read the letter below; then answer question 1.

1 1720 New Boston Rd.
2 Benton, AR 72015
3 August 30, 1986

4 Dear Bill,

5 Today we cooked hot dogs. We ate potato
6 chips with them. The lunch was almost
7 as good as the lunch I had at your house.

8 Your friend,

9 Tony

1. Which line needs a capital letter?

A 6
* B 7
C 8
D 9

SAMPLE ITEM: *Type 2*

2. In the sentences below, which word needs a capital letter?

Jane and L went to the park yesterday. She bought me an ice cream cone.

* A i
B park
C yesterday
D me

OBJECTIVE: 1.4

GRADE 6: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Capitalize the salutation and the first letter of the closing of a friendly letter.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed letter with numbered lines followed by a direct question such as: Which line needs a capital letter?

Type 2 a direct question such as: In a friendly letter, which is correct?

B. Content

Type 1 a. vocabulary fifth grade or below
b. letter with no more than four sentences

Type 2 N/A

C. Directions

Type 1 Read the letter below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four salutations or closings for a friendly letter listed vertically

B. Options

Type 1 correct response: the number of the line with a word needing a capital letter
distractors: numbers of lines with correct capitalization

Type 2 correct response: the salutation or closing capitalized correctly
distractors: salutations or closings capitalized incorrectly

SAMPLE ITEM: *Type 1*

Read the letter below; then answer question 1.

1	1720 New Boston Rd.
2	Benton, AR 72015
3	August 30, 1986
4	Dear Bill,
5	Today we cooked hot dogs. We ate potato
6	chips with them. The lunch was almost as
7	good as the lunch I had at your house.
8	your friend,
9	Tony

1. Which line needs a capital letter?

A 5
B 6
C 7
* D 8

SAMPLE ITEM: *Type 2*

2. In a friendly letter, which is correct?

A dear Barbara,
B Your Friend,
C dear barbara,
*D Dear Barbara,

OBJECTIVE: 2.1

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: **Choose the correct punctuation (,) to separate the year from the rest of the sentence when the year follows the month or the month and the day.**

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a comma?

Type 2 one or two boxed sentences followed by a direct question such as: In the sentence (sentences) below, which is correct?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary fifth grade or below

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 Read the sentence (sentences) below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words or dates followed by commas listed vertically as they appear in the stimulus

B. Options

Type 1 correct response: the number of the line with a word needing a comma
distractors: numbers of lines with correct punctuation

Type 2 correct response: the date with a comma following the year
distractors: words from the stimulus sentence followed by commas

---

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

> 1 On May 9, 1985 Jo is going to
> 2 be thirteen years old. She is
> 3 going to have a big party and
> 4 invite Mary, Katie, and Sue.

1. Which line needs a comma?

* **A** 1
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

Read the sentences below; then answer question 2.

> On May 9, 1985 Jo was thirteen years old. She had a big party and invited Katie and Sue.

2. Which is correct?

* **A** 1985,
B thirteen,
C party,
D Katie,

OBJECTIVE: 2.2

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct punctuation (,) to separate the state from the rest of the sentence when the name of the state follows the name of a city.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a comma?

Type 2 one or two boxed sentences followed by a direct question such as: Which is correct?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary fifth grade or below

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 Read the sentence (sentences) below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words or names followed by commas listed vertically as they appear in the stimulus

B. Options

Type 1 correct response: the number of the line with a word needing a comma
distractors: numbers of lines with correct punctuation

Type 2 correct response: the state name followed by a comma
distractors: other words from the stimulus sentence followed by commas

---

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

> 1 Does Hope, Arkansas have a good
> 2 band this year? We are going
> 3 to Florida to play at Disney
> 4 World. Ann, Jenny, and I are
> 5 going with the band on March 2.

1. Which line needs a comma?

- **A** 1
  B 2
  C 3
  D 4

SAMPLE ITEM: *Type 2*

Read the sentences below; then answer question 2.

> Does Hope, Arkansas have a good band this year? We are going to Florida to play at Disney World.

2. Which is correct?

- **A** Arkansas,
  B band,
  C going,
  D Florida,

OBJECTIVE: 2.3

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct punctuation (,) to separate words in a series.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a comma?

Type 2 one or two boxed sentences followed by a direct question such as: Which is correct?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary fifth grade or below

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 Read the sentence (sentences) below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words followed by commas listed vertically as they appear in the stimulus

B. Options

Type 1 correct response: the number of the line with a word needing a comma
distractors: numbers of lines with correct punctuation

Type 2 correct response: the word punctuated correctly with a comma
distractors: other words from the stimulus sentence followed by commas

---

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

> **1 No one here likes frogs, insects**
> **2 spiders, or snakes. Mary and**
> **3 Jane are afraid of spiders and**
> **4 snakes. Are you afraid of them?**

1. Which line needs a comma?

*** A 1**
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

Read the sentence below; then answer question 2.

> **Does everyone like green beans potatoes, and chocolate cake?**

2. Which is correct?

A green,
*** B beans,**
C and,
D chocolate,

OBJECTIVE: 2.4

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct punctuation (') to indicate the omission of a letter or letters in a contraction.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs an apostrophe?

Type 2 one or two boxed sentences, one of which is incomplete, preceded by a direct question such as: Which completes the sentence below?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary fifth grade or below

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 a word containing different punctuation listed vertically four times

B. Options

Type 1 correct response: the number of the line with a word needing an apostrophe
distractors: numbers of lines with correct punctuation

Type 2 correct response: the correct contraction
distractors: the word with incorrect punctuation or with no punctuation

---

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

1 I received a copy of a book
2 list last week. Im very
3 excited about the new books.
4 They were great.

1. Which line needs an apostrophe?

A 1
• B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. Which completes the sentence below?

_____ good to be home.

A Its'
B Its
C I'ts
• D It's

OBJECTIVE: 2.5

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct punctuation (:) to be placed after the salutation of a business letter.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed letter with numbered lines followed by a direct question such as: Which line needs a colon?

Type 2 a direct question such as: In a business letter, which is correct?

B. Content

Type 1 a. vocabulary fifth grade or below
b. letter limited to four sentences

Type 2 N/A

C. Directions

Type 1 Read the letter below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 the same four salutations for a business letter listed vertically

B. Options

Type 1 correct response: the number of the line with a salutation needing a colon
distractors: numbers of lines with correct punctuation

Type 2 correct response: the salutation followed by a colon
distractors: salutations with incorrect punctuation or with no punctuation

---

SAMPLE ITEM: *Type 1*

Read the letter below; then answer question 1.

1	The Bible Book Company
2	78 Sunset Drive
3	Boston, MA 28001
4	Dear Bible Book Company
5	I received a copy of your book list
6	last week. I'm very happy with the
7	new books you have.
8	Please send me an extra list for
9	my friend. Thank you.
10	Sincerely,
11	Carol Stranker

1. Which line needs a colon?

A 1
• B 4
C 9
D 10

SAMPLE ITEM: *Type 2*

2. In a business letter, which is correct?

A Dear Bible Book Company,
• B Dear Bible Book Company:
C Dear Bible Book Company
D Dear Bible Book Company!

OBJECTIVE: 2.6

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct punctuation (,) after the salutation and closing of a friendly letter.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed letter with numbered lines followed by a direct question such as: Which line needs a comma?

Type 2 a direct question such as: In a friendly letter, which is correct?

B. Content

Type 1 a. vocabulary fifth grade or below
b. letter limited to four sentences

Type 2 N/A

C. Directions

Type 1 Read the letter below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 the same four salutations or closings for a friendly letter listed vertically

B. Options

Type 1 correct response: the number of the line with a word needing a comma
distractors: numbers of lines with correct punctuation

Type 2 correct response: the salutation or closing needing a comma
distractors: salutations or closings with other punctuation or with no punctuation

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SAMPLE ITEM: *Type 1*

Read the letter below; then answer question 1.

1	1720 Broadway
2	Bryant, AR 72022
3	October 23, 1986
4	Dear Bill
5	Today we cooked beans. We also made
6	cheese sauce to eat with them. The
7	sauce was almost as good as the sauce
8	I had at your house.
9	Your friend,
10	Tony

1. Which line needs a comma?

A 2
• B 4
C 6
D 7

SAMPLE ITEM: *Type 2*

2. In a friendly letter, which is correct?

A Yours truly
B Yours truly:
• C Yours truly,
D Yours truly?

OBJECTIVE: 2.7

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct end punctuation (.) for a sentence (telling).

STIMULUS ATTRIBUTES:

A. Format

Type 1 four numbered sentences in a box followed by a direct question such as: Which sentence needs a period?

Type 2 a boxed sentence preceded by a direct question such as: In the sentence below, which is correct?

Type 3 a boxed incomplete sentence preceded by a direct question such as: Which CORRECTLY completes the sentence below?

B. Content

Types 1, 2, and 3
a. vocabulary fifth grade or below
b. sentences unpunctuated

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Types 2 and 3 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Types 2 and 3 the same word with different punctuation listed vertically four times

B. Options

Type 1 correct response: the number of the sentence needing a period
distractors: numbers of sentences needing other punctuation marks

Types 2 and 3 correct response: the word followed by a period
distractors: the word followed by other punctuation marks

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1 I am doing fine
2 How are you doing
3 Will Dad go camping
4 Do you want to go camping

1. Which sentence needs a period?

***A 1**
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentence below, which is correct?

I am doing fine

A fine:
B fine?
C fine!
*** D** fine.

SAMPLE ITEM: *Type 3*

3. Which CORRECTLY completes the sentence below?

I am doing _____

A fine:
B fine?
C fine!
*** D** fine.

OBJECTIVE: 2.8

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct punctuation (.) after abbreviations of titles, days of the week, and months of the year.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four numbered sentences in a box followed by a direct question such as: Which sentence needs a period?

Type 2 a boxed sentence preceded by a direct question such as: In the sentence below, which is correct?

Type 3 a boxed incomplete sentence preceded by a direct question such as: Which CORRECTLY completes the sentence below?

B. Content

Types 1 2, and 3
a. vocabulary fifth grade or below
b. abbreviations from the skill list

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Types 2 and 3 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Types 2 and 3 the same abbreviation with different punctuation listed vertically four times

B. Options

Type 1
correct response: the number of the line needing a period after an abbreviation
distractors: numbers of lines with correct punctuation

Types 2 and 3
correct response: the abbreviation punctuated with a period
distractors: the abbreviation followed by other punctuation marks or no punctuation

---

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1 Mr Weber has gone to Little Rock.
2 He lives in Fayetteville.
3 His wife often takes trips with him.
4 The trip takes about four hours.

1. Which sentence needs a period?

*** A 1**
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentence below, which is correct?

The fair was on November 5, 1986.

A Nov:
*** B Nov.**
C Nov,
D Nov

SAMPLE ITEM: Type 3

3. Which CORRECTLY completes the sentence below.

The fair was on _____ this year.

A Sat
B Sat,
*** C Sat.**
D Sat!

OBJECTIVE: 2.9

GRADE 6: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Choose the correct punctuation (!) to express strong emotion or sudden feeling.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four numbered sentences in a box followed by a direct question such as: Which sentence needs an exclamation point?

Type 2 a boxed sentence preceded by a direct question such as: In the sentence below, which is correct?

Type 3 a boxed incomplete sentence preceded by a direct question such as: Which CORRECTLY completes the sentence below?

B. Content

Types 1, 2, and 3
a. vocabulary fifth grade or below
b. sentences without ending punctuation

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Types 2 and 3 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Types 2 and 3 a word with different punctuation marks listed vertically four times

B. Options

Type 1
correct response: the number of the line with a word needing an exclamation point
distractors: numbers of sentences with correct punctuation

Types 2 and 3
correct response: the word with an exclamation point
distractors: the word followed by other punctuation marks

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1	The fireman screamed, "Watch out"
2	Jane said, "I love my dog"
3	Ruth asked me to play with her
4	Will you play with Ruth and me

1. Which sentence needs an exclamation point?

* **A** 1
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentence below, which is correct?

Help, the house is on fire

A fire.
B fire:
* **C** fire!
D fire?

SAMPLE ITEM: Type 3

3. Which CORRECTLY completes the sentence below?

Help, the house is on _____

A fire.
B fire:
* **C** fire!
D fire?

OBJECTIVE: 3.1

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify nouns used as the subject.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence preceded by a direct question such as: Which underlined word below is the subject?

B. Content

1. sentence with two or more proper or common nouns
2. only <u>one</u> proper or common noun in the subject
3. vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options <u>correct response</u>: the noun used as the subject
<u>distractors</u>: other words from the stimulus sentence

SAMPLE ITEM:

1. Which underlined word below is the subject?

> **My <u>brother</u> <u>wrote</u> a <u>letter</u> to his favorite <u>astronaut</u>.**

A wrote
B letter
***C** brother
D astronaut

OBJECTIVE: 3.2

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify plurals of regular and irregular nouns.

STIMULUS ATTRIBUTES:

A. Format

Type 1 one or two boxed sentences with four underlined words followed by a direct question such as: Which is the INCORRECT (CORRECT) plural?

Type 2 a direct question such as: In the sentences below, which is the CORRECT (INCORRECT) plural?

Type 3 a direct question such as: Which is the CORRECT plural?

B. Content

Type 1 vocabulary fifth grade or below

Type 2 and 3 N/A

C. Directions

Type 1 Read the sentence (sentences) below; then answer question ( ).

Types 2 and 3 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words listed vertically as they appear in the same sentence

Type 2 four sentences listed vertically

Type 3 four forms of the same word listed vertically

B. Options

Type 1 correct response: the incorrect (correct) plural
distractors: correct (incorrect) plurals

Type 2 correct response: the sentence containing a correct (incorrect) plural
distractors: sentences with incorrect (correct) plurals

Type 3 correct response: the correct plural
distractors: incorrect plurals of the word

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

> **The children watched as the chickens tried to get out of the boxs. They could not fly because their wings were clipped.**

1. Which is the INCORRECT plural?

A children
B chickens
***C** boxs
D wings

SAMPLE ITEM: *Type 2*

2. Which is the CORRECT plural?

A The childs watched the play.
*** B** The chickens were on the floor.
C The winges of the airplane were loose.
D The cats were trying to get out of their boxs.

SAMPLE ITEM: *Type 3*

3. Which is the CORRECT plural?

A child
B childs
*** C** children
D childrens

OBJECTIVE: 3.3

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify verbs as words that show action.

STIMULUS ATTRIBUTES:

A. Format a boxed selection with four underlined words preceded by a direct question such as: Which underlined word below is an action verb?

B. Content
1. selection with no more than four sentences
2. vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options correct response: the verb from the stimulus sentence
distractors: other words from the stimulus sentence

SAMPLE ITEM:

1. **Which underlined word below is the action verb?**

> **That woman looks like my mother. What do you think she is doing here?**

A like
B here
* **C** think
D woman

OBJECTIVE: 3.4

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify the forms of the verb be.

STIMULUS ATTRIBUTES:

A. Format a boxed incomplete sentence preceded by a direct question such as: Which CORRECTLY completes the sentence below?

B. Content vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four forms of the verb be listed vertically

B. Options correct response: the form of the verb be which correctly completes the sentence
distractors: other forms of the verb be

SAMPLE ITEM:

1. **Which CORRECTLY completes the sentence below?**

The girl _____ pretty.

- **A** is
  B am
  C are
  D been

OBJECTIVE: 3.5

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify the main and helping verbs.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: Which underlined word below is the MAIN (HELPING) verb?

B. Content vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options correct response: the main (helping) verb from the stimulus
distractors: other words from the stimulus sentence

SAMPLE ITEMS:

1. **Which underlined word below is the HELPING verb?**

   James has gone to the bank.

   • **A** has
   B bank
   C gone
   D James

2. **In the sentence below, which is the MAIN verb?**

   James has gone to the bank.

   A has
   B bank
   • **C** gone
   D James

OBJECTIVE: 3.7

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify adjectives as words that modify.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: Which underlined word below is used as an adjective?

B. Content
1. sentence with at least one adjective
2. vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically as they appear in the sentence

B. Options correct response: a word from the stimulus sentence used as an adjective
distractors: other words from the stimulus sentence

SAMPLE ITEM:

1. **Which underlined word below is used as an adjective?**

> **A tall police officer crossed the busy street quickly.**

- **A** tall
  B officer
  C crossed
  D quickly

OBJECTIVE: 3.9

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify the simple subject and predicate as the two essential elements of a sentence.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which is the SIMPLE SUBJECT (SIMPLE PREDICATE)?

B. Content
1. vocabulary fifth grade or below
2. sentence with no compound parts
3. subject to precede predicate in the sentence

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options

correct response: the simple subject (predicate) from the stimulus sentence

distractors:
a. other words from the stimulus sentence
b. predicate if subject is sought
c. subject if predicate is sought

SAMPLE ITEMS:

1. **In the sentence below, which is the SIMPLE SUBJECT?**

The airplane made a bumpy landing.

A The
B made
C landing
***D** airplane

2. **In the sentence below, which is the SIMPLE PREDICATE?**

The laughing baby sat in the swing.

A in
***B** sat
C baby
D laughing

OBJECTIVE: 3.11

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify a sentence fragment and a run-on sentence.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: Which is a sentence fragment?

Type 2 a direct question such as: Which is a run-on sentence?

B. Content N/A

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 three sentences and one sentence fragment, all with ending punctuation, listed vertically

Type 2 three sentences and one run-on sentence, all with ending punctuation, listed vertically

B. Content

Types 1 and 2 vocabulary fifth grade or below

C. Options

Type 1 correct response: the sentence fragment
distractors: complete sentences

Type 2 correct response: the run-on sentence
distractors: complete sentences

SAMPLE ITEM: *Type 1*

1. Which is a sentence fragment?

*A The huge shadow on the lake.
B They hid in the sticks of the nest.
C The baby eagles waited for their food.
D Finally, their mother returned with food.

SAMPLE ITEM: *Type 2*

2. Which is a run-on sentence?

A The owl found several sticks for its nest.
B An eagle and the owl fought for a large branch.
C It flapped its large wings and flew into the air.
•D The large owl glided down it picked up the stick.

OBJECTIVE: 3.12

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify double negatives.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: Which sentence has a double negative?

Type 2 a boxed incomplete sentence preceded by a direct question such as: Which CORRECTLY completes the sentence below?

B. Content

Type 1 N/A

Type 2 vocabulary fifth grade or below

C. Directions

Types 1 and 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four sentences listed vertically

Type 2 four groups of words listed vertically

B. Content

Type 1 reading level fourth grade or below

Type 2 N/A

C. Options

Type 1 correct response: the sentence with a double negative
distractors: sentences with correctly used negatives

Type 2 correct response: the correctly used negative
distractors: double negatives

SAMPLE ITEM: *Type 1*

1. Which sentence has a double negative?

A Chris doesn't have a dog.
B We do not have any turkeys.
***C** They don't have none either.
D Jane can't have any pets at all.

SAMPLE ITEM: *Type 2*

2. Which CORRECTLY completes the sentence below?

She _____ room in her closet for her horn.

*** A** has no
B hasn't no
C doesn't have no
D hasn't hardly no

OBJECTIVE: 3.13

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify pronouns which take the place of nouns.

STIMULUS ATTRIBUTES:

A. Format a boxed simple sentence with an underlined proper or common noun or noun phrase preceded by a direct question such as: In the sentence below, which pronoun CORRECTLY takes the place of the underlined word (phrase)?

B. Content vocabulary fifth grade or below

C. Direction N/A

RESPONSE ATTRIBUTES:

A. Format four pronouns or pronoun groups listed vertically

B. Options correct response: the pronoun which replaces the underlined noun or noun phrase in the stimulus sentence
distractors: other pronouns or pronoun groups

SAMPLE ITEM:

1. **In the sentence below, which pronoun CORRECTLY takes the place of the underlined word?**

Carol and I are going to the pool.

A Us
B Her
***C** She
D Me and her

OBJECTIVE: 3.14

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify antecedents of pronouns.

STIMULUS ATTRIBUTES:

A. Format one or two boxed sentences with an underlined pronoun preceded by a direct question such as: In the sentence below, which word CORRECTLY takes the place of the underlined pronoun?

B. Content
1. vocabulary fifth grade or below
2. sentence containing two or more proper or common nouns and one pronoun

D. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words or phrases listed vertically

B. Options correct response: the noun or noun phrase referred to by the pronoun in the stimulus
distractors: other words or phrases from the stimulus sentence

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SAMPLE ITEM:

1. **In the sentence below, which word CORRECTLY takes the place of the underlined pronoun?**

Betty and Jim watched while John flew his kite.

A Jim
B kite
C flew
* **D** John

OBJECTIVE: 3.15

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Write the possessive form of singular and plural nouns.

STIMULUS ATTRIBUTES:

A. Format a boxed incomplete sentence preceded by a direct question such as: Which CORRECTLY completes the sentence below?

B. Content vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four forms of the same singular or plural noun (common or proper) listed vertically

B. Options correct response: the possessive form of the noun which completes the stimulus sentence
distractors: other forms of the noun

SAMPLE ITEM:

1. **Which CORRECTLY completes the sentence below?**

The _____ boat is new.

A man
B mans
C mans'
***D** man's

OBJECTIVE: 3.16

GRADE 6: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Select the predicate that agrees with the subject in number.

STIMULUS ATTRIBUTES:

A. Format a boxed incomplete sentence preceded by a direct question such as: Which CORRECTLY completes the sentence below?

B. Content vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four forms of the same verb, with or without helping verbs, listed vertically

B. Options correct response: the verb form which completes the stimulus sentence
distractors: other forms of the verb

SAMPLE ITEM:

1. **Which CORRECTLY completes the sentence below?**

The two young boys _____ by the lake.

***A** live
B lives
C had live
D is living

OBJECTIVE: 5.1

GRADE 6: LANGUAGE ARTS **GOAL: COMPOSITION**

SKILL: Combine effectively two or more sentences.

STIMULUS ATTRIBUTES:

A. Format two boxed sentences preceded by a direct question such as: Which sentence BEST combines the sentences below?

B. Content vocabulary fifth grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four sentences listed vertically

B. Content
1. sentences combining the words from the stimulus sentences
2. may include additional words such as conjunctions
3. vocabulary fifth grade or below

C. Options correct response: the sentence which effectively combines the stimulus sentences
distractors: other sentences using the content from the stimulus sentences

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SAMPLE ITEM:

1. Which sentence BEST combines the sentences below?

> **The teacher played the piano. The children sang.**

A The teacher played and sang.
B The teacher and children played and sang.
C The teached played the piano the children sang.
***D** The teacher played the piano, and the children sang.

OBJECTIVE: 6.1

GRADE 6: LANGUAGE ARTS **GOAL: STUDY SKILLS**

SKILL: Locate information through use of the card catalog: subject, author, and title card.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed card from a library card catalog followed by a direct question requesting information from the card

Type 2 a direct question such as: Which type of card would you use to find a book about ( ), find a book by ( ), or find a book entitled ( )?

B. Content

Types 1 and 2 N/A

C. Directions

Type 1 Use the card from a library card catalog to answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 the information requested in the stimulus question listed vertically

Type 2 the names of four types of cards listed vertically

B. Options

Type 1 correct response: the information requested in the stimulus question
distractors: other information related to the stimulus library card

Type 2 correct response: the name of the card requested in the stimulus question
distractors: names of other cards

SAMPLE ITEM: *Type 1*

Use the card from a library card catalog to answer question 1.

560 J	Jones, Charles Snakes of North America (by) Charles Jones; illustrations by Samuel Hall. New York: Macmillan, 1983. 115 p.: illus. Snakes of North America are described and pictured.

1. Who wrote Snakes of North America?

A Samuel Hall
•B Charles Jones
C Macmillan
D New York

SAMPLE ITEM: *Type 2*

2. Which type of card would you use to find a book about snakes?

A title card
B credit card
C author card
•D subject card